



INDIA A GLOBAL STUDY DESTINATION: AS VISHWA GURU- A CASE STUDY ON FUTURE READINESS FOR IMPLEMENTING NEP-2020

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ABSTRACT

India is invariably battling to regain its legacy status of Vishwa Guru. The universally transforming education, learning & teaching is now a subject of Global Quality Standards. The strategy "Internationalization at Home" will open avenues to promote Indian Ethos amidst the Global Culture. The future readiness road map towards India becoming a Global Study Destination is being continually crafted by bringing in innovative restructuring in the India's Education System. The challenge is how to Globalize the Diverse Education Systems in India? How India can become a hub for Global Education?

KEY WORDS: Vishwa Guru, Internationalization, Global Quality, Indian Ethos, Diverse Education Systems

Introduction

India aims to restore its status of being "A Vishwa Guru", catering to the needs of the Global Knowledge Society. The recent National Education Policy -2020 by Ministry of Education, Government of India, is a very promising step towards reforming and restructuring the Higher Education System in India in line with the Global Standards.

The major focus is on standards of Global Education. The philosophy of "Internationalization at Home" will certainly open doors for foreign students but the global challenges in implementation are unending. Will Indian Teachers arise to the expectations of the NEP-2020 vision & mandates? The challenge is how to Globalize the Education System in India? Integrating the diverse education systems for effective interactions will not be free from the mobility of students and scholars from various parts of the Globe.

India's potential towards Learning Environment, Multidisciplinary Education, Quality & Integrity, Motivated & Energized Faculty, Effective Governance & Leadership, Standards for Approvals & Accreditation, Policies & Regulations, Technology Application & Integration, Curriculum & Creativity, Support for Students Professional Career & Growth for transforming the Higher Education System in India; is being put to test for evaluating its Global Standards.

Will the initiatives of NEP-2020 in reforming & restructuring the Higher Education System in India attain the Global outreach? Will Academic Autonomy to HEIs (Higher Educational Institutions) liberalize, globalize and internationalize the Education System in India?

The Indian HEIs & Universities are looking for collaborative creativeness which ultimately will add value to the entire supply chain struggling to achieve Internationalization of Higher Education. India at present is far behind the Countries topping the Global list of rankings with their Globally Branded Institutions. In the above context the Role of Higher Educational Institutions & Universities both in the Public & Private Sector in India becomes indispensable. Though large number of Professionals are being produced annually by Higher Educational Institutions & Universities in India but very marginal of them are enable to apply their Global Knowledge in the pursuit of bettering Society & Country.

Why the Indian Global Learning Culture fails to capitalize the potential of integrated creativity in aspiring students who are not from the native land? And moreover, the situation is more pathetic in managing the diversity of national traditions and value systems. One should not be surprised to understand that the present Education System in India lacks collaborative creativeness in learning programmes to sustain the Socio-Economic Development Globally.

Review of Literature

In ancient India, Takshashila and University of Nalanda (Nalanda, the seat of knowledge, once lured scholars from abroad like Hiuen Tsang) attracted many scholars from various parts of the globe. The National Education Policy 2020 is the first education policy of the 21st Century and aims to address the many growing developmental imperatives of our Country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of '21st Century Global Education'; while building upon India's diversified traditions and value systems.

"The Internationalization of Higher Education in India", is the prime objective of

the New Education Policy. The accelerated rate of Globalization has compelled the Indian policy makers to take immediate measures for transforming the prevailing Higher Education System. The future survival in the Globalized Competitive Economy will demand multidisciplinary qualitative skills.

The Multidisciplinary Learning defines that curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner". (NEP-2020). Moreover, the proposed Global Education System must build character, enable learners to be ethical, rational, compassionate, and caring, amidst diverse cultures while at the same time prepare them for gainful, fulfilling global employment.

The gap between the current state of national learning outcomes and what is required globally must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and through higher education. What are the prime factors responsible for innovating in the present Higher Education System? A new 'Global Curriculum' is to be innovated which can synchronize with the NEP-2020.

As one of the key aims of the New Education Policy is to Internationalize Higher Education, HEIs are being encouraged to foster social responsibility and community engagement in India. India is also a signatory to global commitment to achieving Sustainable Development Goals (SDGs) by 2030. Global University Network for Innovations (GUNI) in its 6th World Report beacons HEIs to engage with SDGs.

Research Objectives

The objective of this Research through this Case Study is to investigate and understand the essentials of "Why there is critical need for Internationalization of Higher Education in India?". Though the constitution for healthy ecosystem for global education in India towards implementing Multidisciplinary Learning & Teaching both at Elementary Schools and Higher Educational Institutions & Universities in India has kicked off the light at the end of the tunnel is yet to be seen in reality. Moreover, the purpose of the study is also to explore the approaches of our emerging Education System in attaining Internationalization of Higher Education in India. The objective is to understand the perspectives on "Internationalization of Higher Education" through the concept of Multidisciplinary Learning in India.

India's future readiness & preparedness to become "Vishwa Guru" are not free from the apprehensions of global challenges & opportunities. It is a serious concern considering the potential abilities and infrastructural capabilities of the Higher Educational Institutions in India in delivering Global Standards. The Study attempts to examine, "Will the National Education Policy 2020 address the emerging issues of making India a Global Study Destination?"

Research Methodology

For which a thorough study of existing literature related to the Internationalization of Higher Education in India as well as World has been examined and probed for the essential attributes impacting and influencing the emerging trends in Sustainable Global Education.

The probable major attributes which perhaps are primarily essential to be addressed are Global Policy on Integrating Diverse Education Systems, Attract-

ing and managing mobility of International Students & Scholars, Utilizing & interfacing the resources of HEIs/University Systems, Providing Premium Education at affordable cost, and Highest Global Standards in Quality Education in making India a Global Study Destination.

The Research design formulated here was to collect primary data on these five (05) variables through a structured questionnaire (hard copy & electronic) based on random sampling from the targeted population of Educational Professionals (both Elementary School and Higher Institutions) and Students Community. Understanding the limitations of the study twenty five (25) Education Centers each (i.e., a mix of major Schools, Colleges and Higher Educational Institutions /Universities) across India, was specifically focused, examined and considered for ten (10) respondents from each Education Centre.

In total the field responses of two hundred fifty (250, @10 each from scattered (25) Education Centres across India) respondents were recorded, examined, evaluated and analyzed co-relating with the secondary data sourced from literature review for understanding the emerging trends in Internationalization of India's Education System; with respect to Gap Analysis on existing potentials and capabilities the Higher Educational Institutions have in imparting Interdisciplinary & Multidisciplinary Curriculum for international students and Creativity in Global Educational Courses. Based on these findings through Quantitative Analysis using simple descriptive statistical tools of percentage the Researcher has recommended and suggested valuable remedial measures and initiatives for developing & restoring India's legacy of being a Vishwa Guru.

Problem Statements

Can India become Home to Foreign Students? What do you mean by "Internationalization of Home"? The landscape of Indian Education System is under transition & transformation through the series of reformations with the enactment of the New Education Policy (NEP-2020). Will the initiative of "Internationalization of Home" by "NEP-2020" create a holistic Global Education System?

To evaluate India's presently emerging Global Education System suffering with dual policies, processes, teaching & learning experiences, effectiveness, objectives, outcomes and impacts following attributes as variables have been designed for study as Problem Statements in the present Research in the backdrop of the major initiatives undertaken by University Grants Commission (UGC) which is a statutory body under Ministry of Education, Government of India, entrusted with the task of determination, coordination and maintenance of standards of teaching, examination and research in University Education, in regulations, guidelines, amendments and recommended establishments for successful implementation of NEP-2020.

1. Global Policy on Integrating Diverse Education Systems

Do we have a Global Policy on Integrating Diverse Education Systems? It is to understand that there is true necessity to adapt and adopt paradigm shift in synergy of cultures, behaviour, morals, ethics, values and perceptions among the students preparing to become Global Citizens.

2. Attracting and managing mobility of International Students & Scholars

Is India's Education System capable of attracting and managing mobility of International Students & Scholars? Is India prepared for technological up-gradation to overcome the higher educational disruptions in the World?

It is to notify that the NEP-2020 talks with dual perceptions; about both Nationalization (Atamnirbhar) and Internationalization (Globalization). A new 'Education Mix' is emerging in India.

3. Efficiency in utilizing & interfacing the resources of HEIs/University Systems

It is to apprise you that the major number of State /Central Universities in India are having unaappreciable reports in optimal utilization of resources and infrastructure.

Will all the higher learning Institutions be converted into International Institutions by 2040? Are you in favor of implementing a Global Education System in University/HEI? Can a Global Education System help in developing all capabilities of 'Human Being' to meet the challenges of the 21st Century?

4. Providing Premium Education at affordable cost

What is your opinion on the 'Autonomous Higher Education Institutions' providing freedom to student's "Choice of Course" with the option of "Multiple entries and exit points" being introduced through the establishment of "Academic Bank of Credit", as per the NEP-2020?

It is to inform you that still we do not have the right competencies and capabilities for Research & Development in India. The transformation of 'Traditional Values' into 'Global Values' should be the pledge of all stakeholders of the Internationalization programme.

5. Highest Global Standards in Quality Education

Can implementation of NEP-2020 promise to attain the highest global standards in Quality Education? Will NEP-2020 be successful in synchronizing & integrating

ing the National & Global Policies in Higher Education?

Is our NEP-2020 focusing on the Internationalization of Higher Education? Though NEP-2020 has initiated the "Transforming Education through the integration of Technology", Pupil Teacher Ratio (PTR), SWAYAM/MOOC, the creation of the National Educational Technological Forum (NETF) and National Research Foundation (NRF), the three cardinal principles of India's New Educational Policy- Access, Equity and Quality, still lot is to be done for the Global Educational framework.

Analysis, Findings & Suggestions

The (field & virtual) survey was carried out with the help of both (hard copy & electronic) questionnaires respectively and the selective respondents on sampling were interviewed (both in field & through google meet mode/telephonically) for their views on the area of Research related to "India a Global Study Destination".

Based on their opinions and feedback the data was analyzed and accordingly outcomes have been worked out. The findings were then mapped with the secondary data available from the relevant review of literature in the area of study. And it was interpreted to understand the perspectives of Educational Professionals on the "India a Global Study Destination" in India's Higher Education System along with the gaps in the emerging trends mandated in NEP-2020; after analyzing both the primary and secondary data.

Demographic Information Gathered

The Survey revealed that the gender responses; male is to female ratio was 55% to 45%. In Age Group category it was observed as 27.5% under 25 years, 36.5% for 26-35 years, 18.0% for 36-45 years, 9.0% for 46-55 years and 9.0% for above 56 years. The responses for period of service (years) in Education Sector were distributed as 18.2% for <5, 9.1% for >5, 9.1% for <10, 27.3% for >10 <15, 18.2% for >15 <20 and 18.2% for >25 years. For the Relationship Status of the Individual respondents following can be summarized; 18.2% were unmarried, 70 % were married and 11.8% were found to be divorced/separated. The type of family of the respondents was 27.3% for Joint and 72.7% for Nuclear. The distribution in the Teacher Category who participated in the Research Survey was 9.1% for University Professor, 9.1% for College Lecturer, 45.4% for School Teacher, 16.4% for Private Teacher, 10% for Education Consultant, and 10% for non-Teaching.

Interpretation

1. Do you understand the meaning of "Internationalization of Home" by "NEP-2020" in India? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
2. Are we ready with a sound legal framework for Internationalization of Higher Education in India? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
3. Is there a need to Restructure & Reform the current Institutional Structure imparting Global Education? 32.3 % of the respondents each Strongly Agree and Agree, 4.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
4. Will the objective of GCED (GLOBAL CITIZENSHIP EDUCATION) in Higher Education be achieved by 2035? 32.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 17.2% had no opinion on the above problem statement.
5. Comment on, "The NEP-2020 talks dually; about both Nationalization (Atamnirbhar) and Internationalization (Globalization)". 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
6. Is India's Education System getting Globalized, Commercialized and Corporatized? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
7. Is India prepared for the technological up-gradation to overcome the global educational disruptions in the World? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
8. Will all the higher learning Institutions be converted into International Institutions by 2040? 9.1% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
9. Are you in favor of opening an International Student's Office at your HEI/ University? 9.1% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
10. Can globalizing the Education System help in developing all capabilities of Human Being to meet the challenges of the 21st Century? 9.1% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
11. What is your opinion on the "Is India's Higher Education System capable

- of attracting and managing mobility of International Students & Scholars?", as per the NEP-2020? 18.2% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
12. Do we have Global Quality Teachers in India? 9.1% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
 13. Your opinion on, "Is Internationalization of Higher Education in India a step for transforming Brain Drain to Brain Gain?" 18.2% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 14. Can India provide Premium Education at affordable cost? 18.2% of the respondents each Strongly Agree and Agree, 27.3% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 15. Will NEP-2020 as a Policy Imperative be successful in raising the Global Standards of Quality in Higher Education in India? 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 16. Will "GLOBAL SKILL" Education replace Vocational Education in India? 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 17. Comment on, "Efficiency in utilizing & interfacing the resources of HEIs/University Systems"... 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 18. Is our NEP-2020 focusing on the Internationalization of Higher Education? 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 19. Do we have a Global Policy on 'Integrating Diverse Education Systems' help to achieve the targets and mandates of NEP-2020? 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 20. Share your opinion on the, "India's future readiness & preparedness to become "Vishwa Guru" are not free from the apprehensions of global challenges & opportunities". 27.3% of the respondents each Strongly Agree and Agree, 18.2% each Disagree and Strongly Disagree, and the remaining 9% had no opinion on the above problem statement.
 21. Will ICT (Information & Communication Technology) based Internationalization improve Global Teaching & Learning? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
 22. Your comment on, "How successful will be the implementation of Twinning Programmes as per the guidelines for Internationalization of Higher Education issued by UGC?" 32.3% of the respondents each Strongly Agree and Agree, 5.1% of the respondents Disagree and 4 % Strongly Disagree, and the remaining 17.2% had no opinion on the above problem statement.
 23. For the dimension, "Will the initiative of Internationalization of Higher Education help in making our learners 'Global Citizens'?" 27.3% of the respondents each Strongly Agree and Agree, 14.1% each Disagree and Strongly Disagree, and the remaining 17.2% had no opinion to share.
 24. Opinion on, "Quantity & Quality of Teachers Training in India". 27.3% of the total sample respondents each Strongly Agree and Agree that quality of Teachers training has improved in India, 19.1% each Disagree and Strongly Disagree, and the remaining 7.2% had no opinion on the above problem statement.
 25. Will the NEP-2020 bring better accreditation for Global Quality Education? 37.3% of the respondents each Strongly Agree and Agree, 4.1% each Disagree and Strongly Disagree, and the rest 17.2% remained Neutral without sharing their opinion on the above problem statement. The Researcher discovered that a whopping majority nearly 74% agreed that NEP-2020 can bring accreditation for Quality Education in India. This finding is very much in line with the purpose with which the NEP-2020 had been initiated by India's Educational Policy Makers.
 26. Will SWAYAM/MOOC platform achieve the three cardinal principles of India's New Educational Policy, Access, Equity and Quality? 32.3% of the respondents each Strongly Agree and Agree, 9.1% of the respondents each Disagree and Strongly Disagree, and the remaining 17.2% had no opinion on the above problem statement.
 27. Is there a Road map for 'Brand Building by HEIs' considering the future readiness of Global Citizens who will contribute in multiple contexts- Locally, Nationally, Internationally? 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and the remaining 27.2% had no opinion on the above problem statement.
 28. For the dimension Opinion on, "Internationalization Strategies in context with the National Education Policies". 27.3% of the respondents each Strongly Agree and Agree, 9.1% each Disagree and Strongly Disagree, and

the remaining 27.2% had no opinion on the above problem statement.

29. For the dimension, "Will incentivizing HEI improve the Internationalization of the Indian Higher Education System?", 27.3% of the respondents each Strongly Agree and Agree, 36.4% remained Neutral, 4% Disagree and 5% Strongly Disagree. It is healthy to note the researcher's discovery that nearly 54% majority of the respondents have faith that incentivizing HEI will certainly improve the Internationalization of the Indian Higher Education System.
30. Will the implementation of NEP-2020 improve employability Globally? For this problem statement, 18.2% of the respondents each Strongly Agree and Agree, 27.3% of respondents each Disagree and Strongly Disagree, and the rest 9% remained Neutral.

Suggestion -Way Forward

'India a Global Study Destination' is attainable; unless the Indian Higher Education System thinks qualitatively with the Internationalization perception for Sustainable Global Educational Growth & Development the future readiness will be incomplete with respect to the Global Standards desired for 'Premium Education'. The ultimate aim of Internationalization of Learning & Higher Education is to prepare Students for a Sustainable-Global Knowledge Society.

Conclusion

Today, Higher Education is not only the cornerstone in the foundation of Nation Building but equally responsible for Global Building. India's aim of becoming 'Global Education Hub' thus, in the pursuit of Internationalization -Teaching & Learning must create continual opportunities to attract international students, academics, researchers and teachers from numerous subject areas and faculty across the Globe.

Indian Higher Education should move towards less content, and more towards learning to think critically and solve emerging problems globally. The question is, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

The Global Pedagogy (A New Education Mix) is evolving to make Higher Education more enthusiastic, experiential, holistic, multidisciplinary integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. It is not only the "Collaboration of Global Technologies" but even the "Collaboration of Global Cultures" is equally to be addressed by the Indian Higher Education System striving to Globalize through the philosophy of Internationalization. At present the investments in Internationalization programme has been not much brainstormed and channelized for successful implementation in India.

The pursuance of NEP-2020 is promisingly going to improve and attain the objectives of GER, PTR, VET, SWAYAM, MOOC and Global Citizens giving a new global outlook to India's Higher Education. Moreover though the policy of commercialization & corporatization have been criticized; the mandate of "Access, Equity and Quality" is certainly going to revolutionize the overall supply chain and transform India's Higher Education System to attain "Internationalization at Home".

India was a Vishwa Guru (The Seat of Knowledge) and will remain a Vishwa Guru.

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